PEACE CORPS

volunteer

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SPECIAL REPORT

Are We Getting 'Bland' Volunteers?

By F. Kingston Berlew

Every Monday and Wednesday at 9:30 a.m. at Peace Corps headquarters in Washington, there is an hour-long general staff meeting. All staff members in the building are invited to attend, ask questions, and express opinions. Usually, a visiting Peace Corps field-staff member is given a chance to say what he thinks for the first 30 minutes, and to defend himself for the next 30. It is a healthy, open discussion of the Peace Corps, its problems and opportunities. We hope Volunteers overseas will join us in this discussion by expressing their views in letters to THE VOLUNTEER and, when they return, by personally taking part in these meetings.

In October, Jasin Edwards, Peace Corps Director in Bolivia, led a staff-meeting discussion. The Peace Corps' biggest problem today is the "bland Volunteer," he said—the Volunteer who doesn't cause trouble, who makes the necessary friends, adjusts nicely to his environment, accepts things as they are, and gets along beautifully without worrying anybody or causing wrenching changes in the environment. Anyone approaching the extreme, Edwards claimed, such as the quiet guy, the pretty girl, or the outspoken critic, was selected out somewhere along the line as a dangerous risk. The pretty girl would presumably fall victim to male lures, the quiet guy couldn't communicate, and the outspoken critic would criticize the wrong president at the wrong time. In Edwards's opinion, this carefully effective selection process is eliminating the person who would not only understand and adjust to a new environment but also those who would have the courage and drive to inspire change, affect attitudes, and encourage others to act for themselves.

The Bland vs. the Drone

Since the Edwards meeting, the bland Volunteer has probably been the major topic of conversation at Peace Corps headquarters.

"Bland," according to Merriam-Webster, is: 1) characterized by smoothness or tranquillity: unperturbed; 2) a: having a soothing effect; b: dull, insipid.

The bland Volunteer must be clearly distinguished from the drone. The drone is a drag on the program. He requires constant supervision and support and probably should be sent home. The bland Volunteer, however, gets along all right. He manages in his environment but is not likely to leave much behind him or have much effect.

There was and is considerable support for this bland-Volunteer theory. Some Peace Corps Representatives feel that recently arrived groups of Volunteers compared unfavorably with the pioneers. Other training-program observers and selection-board participants claim that trainees now seem to be more uniform in attitude and behavior, less enthusiastic, more business-like and self-concerned—in short, that there are fewer individualists. An increase both in training and overseas attrition rates seems to support the conclusion that the quality of Peace Corps applicants and Volunteers is on the way down.

The bland-Volunteer theory has fostered a great deal of discussion, often heated, on the reasons for this apparent change in type and quality of Volunteer. The rationale advanced in support of the theory has included these points:

- "Blitz" or aggressive recruiting techniques stress self-advancement and attract people not fully committed to the Peace Corps.
- The Peace Corps, becoming increasingly larger and more institutional, appeals to the person interested in career advancement and security more than the person willing to risk two years of his life in search of an uncertain goal.
- Selection standards have been lowered to accommodate the demand for larger numbers of Volunteers.
- University control over field-selection tends to increase uniformity and reduce risk-taking, because training institutions want to minimize early returnees attributable to them; in addition, there are built-in selection standards used to pick the "safe" college student.
- An increasing percentage of Volunteers is coming to the Peace Corps straight from college, with resulting uniformity of ideas and attitudes and similarity of backgrounds.
- Replacement projects are challenging new Volunteers less than the original programs did.
- The Peace Corps has "routinized" its operation, with a resulting atrophy of new ideas and approaches.
- Peace Corps staff members are also increasingly bland, and the whole trend is an inevitable result of growth and age.

I believe there is some substance in this speculation. The Peace Corps *is* growing larger. A greater percentage of Volunteers now comes from college campuses than was true in 1961-62. (Today 79 per cent of Volunteers hold a four-year college degree as compared to 70 per cent in 1962.) Hopefully, we have learned something about what we are doing and are putting that experience to use—Volunteers are not all starting from scratch. The Peace Corps does actively recruit, and is an institution which has gained positive acceptance in the United States.

A Change in Character and Attitude

But the fact that many believe this bland-Volunteer theory does not make it true. I have attempted to evaluate it short of research by talking with Representatives, and with evaluation, training, and selection personnel, university-staff associates involved with Peace Corps projects, and finally by analyzing my own experience.

I believe there has been a noticeable change in the character and attitude of Peace Corps Volunteers since the fall of 1961. The range of motivating reasons for volunteering has not changed much, but we are getting more people who

(Continued on last page)

F. Kingston Berlew, Acting Director of the Office of Peace Corps Volunteers, was the Peace Corps Representative in Pakistan from 1962 until August of this year. Before coming to the Peace Corps, he was a lawyer for the U.S. Agency for International Development. Berlew, 34, graduated from Wesleyan University in 1951, and magna cum laude *from Harvard Law School in 1954, where he was an editor of the* Harvard Law Review. *He is married and has two children.*

A New Medical Program

The Peace Corps is starting a program which would involve hundreds of American physicians in furthering universal health education, Director Sargent Shriver has announced.

At a special academic convocation held in his honor last month at the Albert Einstein College of Medicine at Yeshiva University in New York City, Shriver outlined steps that will be taken to encourage more American doctors to serve as Volunteers. Among the main points were these:

- Doctors with families will be eligible to serve as Volunteer Leaders, heading medical teams, enabling them to receive travel expenses, living allowances, and health care for wife and children.
- The Peace Corps has proposed to the U. S. Public Health Service that it permit its commissioned officers to serve overseas as Volunteer physicians, and that doctors be recruited for this purpose. Two years as a Public Health Service physician fulfills Selective Service obligations.
- A special fund is being considered by the Peace Corps National Advisory Council which would help Volunteer doctors with educational and other debts incurred during their long medical training.

During the past year, Shriver observed, nearly 100 physicians were serving with the Peace Corps, either as Volunteers or as staff physicians through assignment from the U. S. Public Health Service.

"We must double that number next year," he continued. "And we need to go from there to at least 500 Peace Corps doctors. With 500 doctors we can put 5000 other Volunteers to work effectively overseas."

Shriver cited several current Peace Corps projects where health programs had been initiated utilizing a few trained health educators, but mostly liberal-arts graduates. The skills and training of medical personnel have been multiplied by the action of other Volunteers, he noted, with health teams organized by using liberal-arts graduates, after accelerated technical training, working under the supervision of trained medical leadership—physicians, nurses, or health educators.

"For doctors who choose this service in overseas medicine, there are great rewards," Shriver said. "They see diseases in one day that it might take a month or a year to see or they might never be able to see in the United States. They experience a period of intense general practice—dealing with the whole man, in fact with the whole medical problem of a whole province or country.

"We realize, of course, that most young doctors have accumulated necessary debts and often are married and have children by the time they finish their internship. Also unlike other male Peace Corps Volunteers, doctors are likely to be drafted even after age 26, and even after marriage and children.

"With these special conditions in mind, we are taking action to make it possible for doctors—young and old—to serve in the Peace Corps.

"Some economists scoff at the idea of giving priority to medicine in an underdeveloped country," Shriver said. "Curative medicine, so that theory goes, is a luxury in a poverty-stricken country.

"But the Peace Corps has not accepted that view. We are engaged in antimalaria programs in several countries, and we do give great emphasis to preventive medicine and public health education," he said. "But we have sent doctors and nurses to provincial hospitals and rural health clinics in Ethiopia and Togo and Sierra Leone and Malaysia, to treat patients, to staff curative medical centers.

"We have done so because we take the doctor's view, not the economist's view: we believe that every man alive, every woman and child alive, has a right to the best medical care available. We have done so because we believe in individual human dignity.

"We believe that this idea of human dignity—if recognized and made the organizing principle of a society—can release creative forces in a society, can actually increase the productive capacity of a country."

An accomplished musician, Linda Mintener gives flute lessons to Guinean students at the National School of Music in Conakry. Her husband, Bradshaw, is the Peace Corps Field Officer in Guinea, where 70 Volunteers are serving.

Punta de Lanza

Peace Corps Director Sargent Shriver has had published his first book, entitled *Point of the Lance*. It puts into narrative context his speeches and articles on the power of ideas in shaping American democracy, and on the revolutionary effect of these democratic ideas throughout the world; on the Peace Corps and its significance at home and abroad; on the poverty program; on civil rights, health, and education.

"The Peace Corps is your *punta de lanza*—the point of your lance," Shriver was told by a revolutionary-minded Minister of National Economy in Bolivia. The "lance" referred to, Shriver points out, represents the force and ideas of people in action.

The book, in both hardbound ($4.95) and paperback ($1.45) editions, is published by Harper & Row, New York.

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A Need for Blue Collars

Blue-collar workers, both skilled and semi-skilled, are being told of the opportunities that await them in the Peace Corps as industry, labor, and management join the agency in a new effort to enlist hard-to-supply talents for overseas service.

In the past, the Peace Corps has received a great number of applications from liberal-arts college graduates (termed "A.B. generalists" by Selection Division), and has a continually growing need for such applicants for the many teaching and community-development jobs that Volunteers are asked to fill by host countries. But applicants with technical, professional, and industrial skills have been less numerous, and many times the Peace Corps has had to turn down requests from countries requesting such workers.

Now, Peace Corps teams of staff members who have served overseas and returned Volunteers are visiting major industrial plants, factories, construction projects, and civic organizations in small cities, seeking professional, technical, and practical working men.

Management and labor have co-operated in the recruiting drive. Major auto- and farm-implement manufacturing firms and the United Auto Workers' union recently adopted leave-of-absence clauses in their labor contracts, guaranteeing re-employment rights and the accumulation of seniority and pension credits to all workers who volunteer for the Peace Corps.

Adoption of the new Peace Corps clauses resulted from consultation between Peace Corps Director Sargent Shriver; Walter Reuther, president of the United Auto Workers; and chief executive officers of such firms as Chrysler, Ford, General Motors, International Harvester, Caterpillar, John Deere, and J. I. Case.

Shriver also discussed with George Meany, AFL-CIO president, the labor-recruiting program. The AFL-CIO Executive Committee endorsed the drive in early August and established a special committee, headed by Joseph A. Beirne, president of the Communications Workers of America, to work with the Peace Corps.

In the Peace Corps Division of Recruiting, Labor and Technical Section, Director David S. Burgess, former Peace Corps Representative in Indonesia, outlined the field-recruiting process:

A Peace Corps "advance man" opens liaison discussions with top company and union officials concerning dates and details of the interview-recruitment program. This staff member organizes and addresses an orientation meeting of all company supervisory employees, union stewards, and committeemen. Preliminary letters are sent to all employees from the company and union endorsing the Peace Corps, explaining basic requirements and the company's leave-of-absence policy, and the method of arranging an interview. Publicity announcing the Peace Corps story and local interviewing times and locations is arranged with the news media of the area. During the second week in the field, interested employees are then interviewed in their plants during their work hours.

Ed Corboy, Peace Corps industrial recruiter, speaks to workers at the Mack Truck plant in Hagerstown, Md. Corboy is a former Associate Representative in Ethiopia.

The industrial recruiting drive, which has brought in applicants with mechanical, clerical, and managerial skills, started at the Mack Truck plant in Hagerstown, Md., in August. Recruiters have visited workers in plants at Davenport, Iowa; Moline, Peoria, and Chicago, Ill.; Ft. Wayne, Ind.; Springfield, O.; Highland Park, Dearborn, and Detroit, Mich.; and Allentown, Pa.

Teams Will Visit G.M.

The current recruiting schedule will send teams into General Motors plants in Flint and Pontiac, Mich., this month. In January, recruiters will visit the Milwaukee, Racine, and Kenosha, Wisc., area.

"About 35 per cent of the interested persons who schedule an interview complete an application questionnaire," Burgess said. "We have already received nearly 300 applications from our early efforts." Represented among these are welders, machinists, auto mechanics, heavy equipment operators, plumbers, carpenters, electricians, chemists, doctors, nurses, farmers, teachers, secretaries, and executives.

"As the Peace Corps movement matures, underdeveloped nations will seek more specifically-skilled workers and teachers. To fill the requests and needs, the Peace Corps must diversify its program to include more mechanically and manually skilled Volunteers to broaden its impact overseas," Burgess said.

Since most of the applicants from the labor field are older (average age is 37) and are usually married, in contrast to the recent college graduate, a new Peace Corps Questionnaire has been developed. The special questionnaire includes a section for information on the spouse of the applicant and concentrates on skill, background, and experience. Language-learning ability, while still important, is not as vital to a worker demonstrating on-the-job techniques as in other areas of Volunteer activity. New programs are also being explored in many of the English-speaking foreign countries where Volunteers are serving.

Commenting on the need for such Volunteers, Robert L. Gale, Director of Peace Corps Recruiting, said:

"The success of American skilled and semi-skilled workers, now serving overseas as Peace Corps Volunteers in 45 countries, has generated a new demand for additional Volunteers with traditional American mechanical and manual skills.

"We can use people of every age, from factories and farms, whatever their educational experience. People who are able to build, to repair, to grow, and to make-do with a minimum of equipment and tools, and who are equally able to pass their practical knowledge along to workers from the developing nations, are needed for the Peace Corps."

Chemical Exchange

The American Chemical Society wants to develop an interchange between Peace Corps Volunteers and society members. The society has 165 local sections with more than 98,000 members, most of whom work in chemistry or related fields as teachers or representatives of business and industry.

Members are interested in the work of Volunteers and in learning of their job needs. An exchange between society members and Volunteers who are teaching chemistry might involve correspondence, pictures, and reference materials. Interested Volunteers should ask Peace Corps Representatives for further information.

Volunteers Mark Christmas in Many Ways

In Christian countries around the world, the birth of Christ is marked in many different ways. Volunteers have been observers and participants in Christmas celebrations far different from those they knew at home, and, in non-Christian lands, have held their own observances with as many of the traditional trappings as could be managed. Here are a few anecdotes, gathered from Volunteer letters.

PERU—Life in our community compares very much to what life must have been like 1964 years ago in Jerusalem. We saw the same signs present that one might have seen in the community where Christ was born—small burros, sandals, austere life. I spent the day with a Peruvian family and had a meal of soup and guinea pig. At midnight we drank chocolate.

—**George Regan** (Marmora, N. J.)

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THAILAND—The best way to find Christmas is to try to explain it to your school children. This was as much a struggle as Christmas can be back home.

Mark Hawthorne (Old Greenwich, Conn.)

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TURKEY—During Christmas mass we saw two young Americans with a Turkish friend who had never been in church before. Holding true to Turkish hospitality, when the collection plate came around he reached into his pocket and proceeded to pay for his friends—waving the collection plate on, much to the astonishment of collector and his comrades who were left with coins in hand.

—**Joan Hammer** (Los Angeles)

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GHANA—In a dusty churchyard a group of worshippers knelt on the stones singing hymns while a cold dry wind blew from the interior of Africa. Earlier that day we were deeply moved by a parting gift from a small village we visited. The headsman presented us with four eggs which were thrust forward in his cupped hands, saying, "I would like to give you more, but the hens have disappointed us today."

—**George Coyne** (Plainfield, N. J.)

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COLOMBIA—Christmas was time for fireworks. The boys engaged in battles with them as we would throw snowballs. At midnight there was the traditional midnight mass, after which everyone sat down to Christmas dinner. Sky rockets continued to zoom through the sky, church bells rang, and the local padre's loud speaker broadcast popular, religious, and classical music over the plaza. The final church service was at 4 a.m., and then the town quieted down and we went to bed to sleep until noon Christmas Day.

—**Matt DeForest** (Chicago)

CAMEROON—Christmas is not the commercialized display we experience at home, but rather a time for the family to come together, to travel from place to place greeting friends with "Happy Christmas," and enjoy feasts of corn, *garri* (tapioca), and roast pig or goat. It is time to wear new clothes and a time for fellowship in the local church. Smaller children will travel from place to place in their *juju* (magic) outfits and will put on dancing displays for anyone interested. Little girls carry flowers and give them to strangers on the road as their token of Christmas greetings.

—**Anon**

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BOLIVIA—The hospital where I work was gay with streamers. We had a few small Christmas bulbs and bright red ribbons, two "icicles" and a silver point to go on a tree. Having no fir or pine trees in this tropical area we had thought of a cactus, but that somehow did not seem appropriate for Christmas. We settled on a small green tree outside the hospital. Some of our young patients helped to trim the tree. I imagine none of them had ever trimmed a tree before. When we were through it looked quite gay and we all exclaimed, "Que bonito, que hermoso, que bonito," as we stood back and surveyed our handiwork.

—**Anne Peabody** (Palo Alto, Calif.)

A Visit from St. Nicholas
(In Spanglish)

'Twas the night before Christmas and all through the casa,
Not a creature was stirring, Caramba, que pasa?
The stockings were hanging con mucho cuidado,
In hopes that Saint Nicholas will feel obligado,
To leave a few cosas alli y aqui,
Por chico y chica, (y something for me).
Los niños are snuggled all safe in their camas,
Some in vestidos and some in pajamas.
Their little cabezas are full of good things,
They are all esperando que Santa will bring.
Santa esta at the corner saloon,
Muy borracho since mid-afternoon.
Mama is sentada beside the ventana,
Shining her rolling pin para mañana.
When Santa returns to his home zizaguendo,
Lit up like the Star Spangled Banner cantando,
And mama will send him to bed con un right,
Merry Christmas a todos, y a todos, goodnight.

—Reprinted from the *Grange Guatemala Project Newsletter*

A surprised young Tunisian gets an injection from Volunteer Sandra Ketner, a registered nurse from Kansas City, Kan., at a small Tunis clinic where she works.

At Kennedy Library dedication, Barbara Richards (right) stands with (from left) Carlos Monge, university rector, Francisco Orlich, President of Costa Rica, and Raymond Telles, American Ambassador.

An Archaeologist Sifts Through the Stacks

By Barbara Richards

As a graduate anthropologist with a professional degree and field experience in archaeology, my ambitions abroad were more in the field of community development. But, in reading my Peace Corps application, someone found in the fine print that I'd had experience in library work. Thus I was destined to be the lone Volunteer in my project who wasn't a science- or English-teacher's assistant.

On arriving in the Costa Rican capital of San Jose, I found the University of Costa Rica to be a modern campus in a well-planned and attractively-landscaped suburb. Most of the buildings are constructed of steel, concrete, and glass. My little niche was in the library, a small frame building located just across a creek from the campus. The University library holds 56,000 books, administrative offices, a technical processes department, a periodicals section, a reading room, a classroom, and a small cubicle housing a special book collection. Space in the stacks is so limited that shelving has to be done by hand without the help of a book truck.

The University of Costa Rica has one of the more progressive libraries in Latin America. Traditionally in the past, books have been locked in cabinets for the use of a privileged few, and each professor had his own private collection. Students had difficulty doing research.

Now, however, the University library has instituted a borrowing system for all students and professors. Within the past two years, a reference department has been created. My arrival has freed a pair of experienced assistants to organize and staff this new department.

The attitude toward the library as a part of the university community is changing. Currently, a new library is planned as the next building to be built on the campus. The proposed site is in the center of the campus, on the ground where President Kennedy spoke to a cheering crowd in March, 1963.

The University of Costa Rica Library was recently selected as a site for a Kennedy Memorial Library. A collection of 3000 English-language books were turned over to the University in October. The books, covering a wide range of subjects, were donated by the Peace Corps and American publishers.

Other Volunteers are helping to encourage the use of books and libraries. George Trebour (Zephyrhills, Fla.) and Deborah Graff (Lake Forest, Ill.) set up libraries in the secondary schools where they were working. Thomas Siracuse (Milford, Conn.) in Tiráran helped organize a public library. Colette Carter (Converse, Tex.) is helping to organize a library for staff and patients in the San Ramon Hospital.

My archaeology experience has also been put to use. During the past 18 months the volcano Irazu has rained down tons of volcanic ash on much of the countryside here, including the campus and its library. We braced the ceiling of the reading room with posts, but the weight of the ash, dampened by torrents of the rainy season, almost brought the roof down on us. University workmen spent a week shoveling volcanic sand out of the attic, but the librarians below are sure most of the ash sifted through the ceilings. I hope to start excavating the stacks soon.

Barbara Richards (Hays, Kan.) graduated with a B.A. in anthropology from the University of Kansas in 1959. She has traveled and studied abroad at Mexico City College and Exeter University in England.

Impact of Ex-Volunteers

By Margaret Cooley

An all-day conference of 25 returned Peace Corps Volunteers was held in Washington in October. Its objective was to explore the question of what effect former Volunteers might have upon the organizations with which they have been associated since their return to the United States. The conference particularly dealt with the obstacles to, and potential for, effecting change within these organizations.

Participants were not chosen at random, but selected specifically because of the nature of their work. Former Volunteers who had been working more than one year were invited, and almost all were engaged in "service" careers—education, social work, Peace Corps, Civil Rights Commission, and Office of Economic Opportunity. Subdivided into three seminars, the groups met separately for most of the day to discuss the nature of the organizations with which the participants were affiliated, the need or opportunities for change, and the limitations by which they felt bound. General questions on the possibilities of impact outside these organizations were also raised, and the ways the Peace Corps can help former Volunteers were discussed. Late in the afternoon, a representative of each seminar reported to the entire meeting and general discussion followed.

Most participants remarked that they felt "constrained by a fairly rigid administrative structure after enjoying the built-in independence of work overseas." Some supported "the relative freedom one can find working independently of any organization," but they admitted that while in the Peace Corps they had felt lack of structure in their jobs to be a problem.

Obstacles to Change

The group unanimously thought the organizations they worked for could benefit from change. But they agreed there were obstacles to their planned changes. The fact that the Peace Corps seeks and hires former Volunteers for the Washington and overseas staff indicates that the agency would welcome fresh points of view and suggestions for improvement. but it was agreed that Volunteers now working on the staff had experienced many of the same frustrations as those working in other organizations.

In both cases, according to conference views, there seems to have been an initial "honeymoon" period during which returned Volunteers were courted and their opinions solicited, mainly because of their Peace Corps background. The marriage was rarely consummated by radical innovation, however, and when the novelty of being a former Volunteer wore off,

Examined at Conference

these new staff members assumed a normal, individual stature in their organizations, and were forced to act through standard bureaucratic channels.

"Frustration is not a Bad Thing, since it keeps the former Volunteer in a state of ferment, and, though it is not necessarily a pleasant experience for him, his unrest and drive to implement change is generally a healthy phenomenon for his organization, benefitting the higher administrative echelons and the whole organization," one speaker said.

Lack of adequate means of communication was cited as the chief barrier to expressing opinions and effecting change by several returned Volunteers currently engaged in community-development projects. "Even though we may have no problem in exchanging views within our organization," a group leader summarized, "there is often a breakdown in communication between ourselves and the communities which are to benefit from our support."

The conference also discussed the third purpose of the Peace Corps Act, which urges returned Volunteers "to help promote a better understanding of other peoples on the part of the American people." One returned Volunteer stated that "making an impact on the American scene is a moral rather than legal responsibility, and can be met, in one sense, quite simply by how and to what purpose one lives."

Some former Volunteers expressed concern for the future of the Peace Corps and the obligation they felt to help recruit talented people into the Peace Corps.

Greatest Responsibility

Another opinion was that "the returnees' greatest responsibility is in communicating what he learned overseas, rather than the fact that he had just spent two years in the Peace Corps. Volunteers should feel obliged, for example, to explain to Americans their experiences in another country, to improve foreign language instruction in American colleges, or to teach about 'One World' in their classes."

One person said, "the Peace Corps itself is a recognition of the fact that the United States is a well-developed nation among nations not so well-developed, and that we have great potential to be of assistance. Americans should be educated, should recognize that 'how many miles a gallon their cars average' is not the only question of importance; 'how many calories a Chilean consumes per day' should also matter. Americans cannot be permitted to close themselves off to such facts."

Various suggestions on the ways the Peace Corps might help former Volunteers accomplish these ends were offered. The option of joining recruiting teams or of accepting speaking engagements was suggested, but the consensus was that participation in these active duties should remain up to each person, as it is now, and not be a binding responsibility.

An official 'alumni association' was suggested, but conference members said they preferred that the Peace Corps simply supply names and addresses of former Volunteers in a specific area to those ex-Volunteers who want to organize for specific objectives.

The conference closed with a resolution that the various Peace Corps divisions involved review the suggestions voiced at the meeting. Volunteers were invited to continue the discussion by writing the Division of Volunteer Support, Peace Corps, Washington, D. C. 20525.

Margaret Cooley is a member of the Conference Center staff, Division of Volunteer Support.

A Letter from Central America

In order to see realistically the position and role of a Peace Corps Volunteer overseas, you must know "how the people are." This basic understanding is important to seeing how the Volunteer fits into the class-divided society and how he does his work.

The people of this Central American country are poor, middle class, and rich; they are skinny, well-built, and fat; and they are sad, indifferent, and happy. They are similar to Americans and to the other peoples of the world. The main difference is that the poor people of underdeveloped nations do not have a chance to move up the class structure. Skinny and sad people are usually poor and the opportunities to become fat and rich are scarce.

In this Latin American society, the ruling-class citizens are the industrial leaders, landowners, and government officials. Vested-interest groups get priority treatment and the peasants who have nothing, not even sufficient food and shelter, are usually ignored.

The few public-welfare elements striving to improve the living standards for the masses are hard working and sincere in their efforts, but their limited results make little impact.

The child of a poor villager receives an inadequate elementary-school education because he misses classes during the planting and harvesting season. This same student can't possibly go on to secondary school (without assistance) since free facilities aren't available and he hasn't his own funds. Chances of bettering himself are again thwarted.

However, the impoverished Latin isn't unhappy; he is generally good-natured and friendly. He accepts his station and way of life and doesn't aspire to better things since he knows the near impossibility of attaining those goals. To western minds, the subsistence existence of so many peoples is a heart-rending experience

A Volunteer usually lives among his host-country people. They become a part of his conscience.

He sees their babies die; their children thin from malnutrition and deformed from intestinal parasites; he sees them old and toothless at 35, clinging to the main source of entertainment, local moonshine; and he sees a few aged, stubbornly alive.

What does a Volunteer do? First he duplicates almost automatically the working programs he was taught in training; he provides a technical skill in a mechanical way.

Then, one day, he faces the questions nagging him since the new awareness was felt—why? Why do these conditions exist and why haven't they been changed?

The simple truth is that these people are forgotten. No one wants to exploit a people who have nothing, so they have just been forgotten.

Now the Volunteer is faced with major problems. How can he, a foreigner and Peace Corps Volunteer, improve the situation? How can he develop a greater awareness of the problem from both within and without the local government?

Each Volunteer tackles local problems and solutions in his individual way, according to his personality, abilities, and ambitions. He knows he must find a way to fulfill the need. He may be only a wedge, stimulant, a catalyst, or an organizer—but he is a means.

Perhaps, more important, the Volunteer becomes a friend, a person who will sit and listen to the *campesino* state his problems and dreams. By relating this man's message to people who can remedy his plight, the Volunteer has helped someone.

I have written in general terms rather than of personal experiences. I feel the above aspects are an important part of a Volunteer's equipment. Without insight and direction, a Volunteer can lose sight of his goals and ideals and is nothing more than a robot, methodically and mechanically performing his duties in a foreign situation just waiting until his term of service ends.

—By a Volunteer in Central America.

Operation Crossroads Africa team works with Senegalese men, preparing concrete for the foundation of a school

Crossroaders Help in Africa

Program has sent many on to Peace Corps

By James H. Robinson

Operations Crossroads Africa is the largest organization taking students to Africa in short-term summer programs, but it was not the first. Prior to the initiation of the Crossroads program, the Experiment in International Living and the Friends Service Committee had seminar-study groups on the continent. However, the program of Operation Crossroads Africa is three times larger than all other youth programs at work in Africa.

Crossroads can claim the distinction of being the first organization from the United States to develop a program which combines work-camp projects—the building of useful and needed facilities—with seminar-study activities. It has the further distinction of having initiated the program for upgrading undereducated elementary and secondary school teachers, who make up 80 per cent of the teaching staff of African nations.

I conceived the idea of Operation Crossroads Africa from talking with the few African students in my classes at Lincoln University in Pennsylvania back in 1932-35. But most of all I was influenced by Dr. Nnamdi Azikiwe, who was at that time an instructor in political science at Lincoln and who now is President of the Republic of Nigeria.

The idea began to grow after I took a six-month trip around the world for the Board of Foreign Missions of the United Presbyterian Church. I visited more than 20 countries of Asia, Africa, and the Middle East, surveying the existing youth and student groups and at the same time exploring the possibilities of a junior-year-abroad program in the Middle East and Asia. This the Presbyterian Church subsequently initiated and still operates.

It was in 1954, however, after an exploratory trip of some 13,000 miles throughout West, Central, and East Africa, that the idea of developing a summer program in Africa for American youth was confirmed and put into final shape. While the students and campus youth organizations with whom I talked between 1954 and 1957 were keenly interested and enthusiastic, it was difficult to get older people to believe in the idea enough to provide the means of putting it into action. Africa, to many Americans, was still the dark, forbidding, unknown continent. It was not until 1956 that the United States Government began seriously to develop an Africa desk in the State Department. Parents of students and young people who were ready and willing to pioneer with Crossroads were for the most part skeptical, fearful, and sometimes hostile.

The first real breakthrough for the support of Operation Crossroads Africa came through three distinguished Americans in public life: Mrs. Eleanor Roosevelt, Congresswoman Frances Bolton, and Supreme Court Justice William O. Douglas. They not only endorsed the program publicly but also made personal contributions and helped to raise other funds. Additional support came from Lansdell Christie, president of the Liberia Mining Company, and from three State Department officials: Vaughan Ferguson, Jr., Joseph Satterthwaite, and Joseph Palmer II. The three men are now the Ambassador to the Malagasy Republic, Ambassador to the Republic of South Africa, and the former Ambassador to Nigeria, respectively. At the time, however, none were ambassadors.

Occidental College in Los Angeles was the first educational institution to take part in the Crossroads program and to develop a serious program of recruitment, through which 10 students were selected for the pilot project in 1958, which operated in five countries: Liberia, Sierra Leone, Ghana, Nigeria, and what was then French Cameroun. The student body of Occidental, which also organized

Dr. Robinson, left, greets Guinea President Sekou Toure and other officials, accompanied by Associate Justice William O. Douglas of the U.S. Supreme Court.

and financed the recruitment, raised funds to bring African students from colleges and universities throughout Southern California to their campus for a weekend to help in the orientation program.

The leadership of that first Crossroads program in 1958 was a curious mixture. It consisted of me, a Presbyterian pastor, and my chief associate and colleague, Rabbi Israel Mowshowitz, spiritual leader of the Hillcrest Jewish Center, an Orthodox institution. Assistants were Mrs. Robinson (we spent our honeymoon on the pilot project in Africa), and Philip Wei, a Chinese student I met at Macalester College when he was a senior.

The partnership of a Presbyterian clergyman and an Orthodox rabbi not only aroused great curiosity in the United States but also created great interest in Crossroads all across Africa. But most of all it helped to convey something of the kind of America which Crossroads hoped to take to the African continent—namely, a cross section of America at its best. There are no religious tests of any kind for admission to Crossroads Africa. From its inception Crossroads has taken young people from all sections of the country, all ethnic backgrounds, all religious, all social and economic strata. Priests, rabbis, and Protestant clergy, along with physicians, school principals, social workers, and professors have been among its corps of leaders.

Crossroads has grown from a mere handful of 72 student participants and group leaders in 1958 to 311 participants and leaders in 1964, selected from more than 4000 applicants. Eighty-eight colleges, universities, and preparatory schools are co-operating institutions. This means that these institutions approve of Crossroads Africa as a valid international educational experience, attach their name to it, appoint a liaison officer from the faculty or administration, set up a committee to recruit and help select students from their campus, and join Crossroads Africa periodically in sponsoring African studies conferences to which students from institutions in the area are invited.

Co-operating institutions also agree to help their students raise a part of their costs. No student who goes on Crossroads, even after being selected by its rigorous screening process, is given a full scholarship. While scholarships are available, it is a basic principle of Crossroads Africa that every student has to raise or contribute a part of his own support.

Students are requested to contribute $1000. About 40 per cent of the students who go on Crossroads can get this amount from their families or through other sources. The other 60 per cent need substantial help. This is especially true of Negroes and other minority groups.

Most Significant Asset

The African's knowledge of the lengths to which American students go in order to get on Crossroads is perhaps the most significant asset Crossroads has, because it indicates the intense concern of American high school and university students to become identified with their generation in all parts of the world, and particularly to live and serve in Africa at the grass roots level. They begin to find ways in which all of them, as they come to their maturity, can inherit a world of peace, understanding, co-operation, and equality.

Each year students engage in a variety of programs to help raise money for themselves or for their friends, who have been selected for Crossroads. Prep schools and colleges often include Operation Crossroads Africa in their annual charity drives. In Minneapolis a group of high school students started a car wash program to raise funds. One girl put an advertisement in a number of magazines, seeking support from people who believed that she could make a valuable contribution to Crossroads and afterward to African-American relations. One boy brought more than 70 checks of from $1 to $5; another boy sold stock in himself. Students who need to raise funds go to churches, women's organizations, civic clubs, and service organizations, and seek contributions in exchange for giving talks for these organizations upon their return from Africa. (Each Crossroader pledges to make 50 talks over a period of two years after his return. Most keep the pledge and some have continued for three or four years. Still others have made as many as 400 talks.)

Crossroads alumni, numbering about 1500 now, have contributed more than $7000 for the operation of the program. This is a very significant contribution when it is considered that 60 per cent of the former Crossroaders are still in school, and that nearly 30 per cent are in voluntary services either here in the United States or overseas.

While contributions from participants and from colleges, universities, and prep schools are an essential part of the Crossroads budget, they make up only about 35 per cent of the amount needed. The balance is raised each year from individuals, foundations, corporations, churches, and synagogues. Thus Operations Crossroads Africa is an entirely nongovernment, voluntary program. This too, is a significant asset, because it represents the concern of the American people for their neighbors, their friends, and their fellow men who are less fortunate. Government aid programs are tremendously important—in fact they are absolutely invaluable—and without them a great many of the more basic needs of the world could not be met.

On the other hand, private efforts on the part of American citizens make an

Crossroads group that built village post office in Ghana poses for photographer.

Square dancing for the Masai tribesmen of Tanzania are three members of a Crossroads Africa group who helped build a village school during their service.

equally effective witness of America's concern, and often they can continue even when there are problems and difficulties between nations. For the most part, private agencies and organizations carrying out aid programs in underdeveloped areas of the world can move with less suspicion attached to their efforts. Above all, they touch directly on the basic democratic ideal of individual responsibility and effort, so necessary to building a nation.

Over the seven years of its operation, Crossroads has been at work in more than 30 countries of East, West, North, and Central Africa. Because of the excellent reputation it has won in all these nations, many countries give free visas and most provide free housing, a group of African counterparts to work with the Crossroaders, and, usually, assistance with transportation and food. Crossroads goes into countries only upon invitation from government agencies or private organizations. Its work, though somewhat similar to that of the Peace Corps, is of a short-term summer duration. An official of the UNESCO Work Camps Committee in Paris who was traveling in Africa recently wrote back from Ghana that along with Peace Corps, Operations Crossroads Africa is the best known and respected American effort on the African continent. Crossroads is proud both of the comparison and the praise.

One of the happiest aspects of the program, in the minds of the Board of Directors and the staff, is the fact that each year a very high percentage of Crossroaders volunteer for Peace Corps assignments. While most of them go back to Africa, some are in Latin America, the Near and Far East. At least four ex-Crossroaders are in staff positions overseas, and others hold positions in Peace Corps headquarters in Washington.

Not a week passes but that at least half a dozen government interviewers are in our office seeking information about Crossroaders who have applied for overseas service of one kind or another. Some are in religious missions, both Catholic and Protestant; some have gone back to work for American businesses; some are with foundations; some are working for African governments and still others are in the U.S. Foreign Service. But this was one of our basic aims at the outset—to help build a reservoir of American personnel to man the increased engagements and developments between the United States and the new nations of Africa.

James H. Robinson has been director of Operations Crossroads Africa since 1958, when he initiated the program with projects in five West African countries. Born in Knoxville, Tenn., Dr. Robinson graduated from Lincoln University (Pa.) in 1935, and was granted a Doctor of Divinity degree in 1938 from the Union Theological Seminary in New York City. He was ordained a Presbyterian minister, and founded the Church of the Master and the Morningside Community Center in the Harlem section of New York City. In 1951, the Board of Foreign Missions of the United Presbyterian Church sent him on a six-month mission to talk to students around the world; in 1954, he travelled through eleven African countries.

Dr. Robinson helped found the Interracial Fellowship of Greater New York, and the National Scholarship Service and Fund for Negro Students. He published an autobiography, Road Without Turning, *in 1950, and another book,* Tomorrow Is Today, *in 1954. His addresses as the Lyman Beecher Lecturer at Yale Divinity School were published in 1955 under the title of* Adventurous Preaching. *He is also the author of* Africa at the Crossroads, *a survey of the role of Christianity on the continent, published in 1963. He is a member of the Peace Corps National Advisory Council.*

Rabbi Israel Moshowitz, a member of Crossroads Board of Directors, looks over Africa map with Dr. Robinson; together they planned the first project in 1957.

Assignment in Sierra Leone

By Marion Fitch

Even though I was told it was "too tough for pampered females," I found myself in Sierra Leone on a Crossroads Africa team in the summer of 1960.

That summer, 183 young Americans and Canadians became Crossroaders in Dr. Robinson's first attempt to launch a full-scale program—which was later called by some people the "pilot program for the Peace Corps."

Before we left for Africa, we spent 10 days at the Union Theological Seminary in New York City. Persons representing a broad spectrum of African interests lectured to us, and joined us in small-group discussions about specific countries.

Our group in Sierra Leone was one of 14 similar groups in 10 West African countries. Our particular task, assigned to us by the government of Sierra Leone, was to build a connecting road between Leicester, a mountain village, and a main thoroughfare leading to Freetown, the capital. We were given machetes, shovels, pickaxes, and a few wheelbarrows.

Initially there were 12 of us working with 9 Sierra Leoneans. However, we were soon joined by many of the women and children of Leicester. As our ranks grew, so did our enthusiasm. It became a challenge to see who could accomplish the most work in a day. What had been a footpath when we arrived became a wide swath carved from the rain forest. No longer would the traders of Leicester on their way to market have to fear thieves lurking in the thick undergrowth.

Often working in the rain, we laid a rock foundation for the road and began to dig the drainage ditches on each side to protect the road from washouts. Finally, we put a clay surface on the road and had the satisfaction of seeing the first cars travel on it.

We finished working on the Leicester road in advance of our schedule, and tackled a second project—helping to convert what had been a Methodist boys'-school building in Freetown into quarters for the Minister of Social Welfare. We tore down partitions, took out desks, whitewashed walls, and at lunchtime played soccer with the neighboorhood children on the old school playground.

In the evenings we learned the Highlife, a popular West African dance, and taught the Madison, an American step, using an old windup phonograph. We had both structured discussions and informal bull sessions, sharing ideas and learning about Africa. Leaders of government and other fields came to give us their views on the newly-independent country.

We lived in a World War II barrack, which was used during the school year as a dormitory for Fourah Bay College. Established in 1827, Fourah Bay is part of the proud academic tradition in Freetown. Many of West Africa's present leaders attended Fourah Bay (now called the University College of Sierra Leone).

As Crossroaders, we were invited to be front-row spectators when Sierra Leone was granted internal self-government by Great Britain (the country became fully independent within the Commonwealth on April 27, 1961). The ceremonial transfer of power took place in Sierra Leone's unicameral parliament. Sir Maurice Dorman, then Governor-General of Sierra Leone, arrived in full-dress regalia to deliver the mace to Sir Milton Margai, then Prime Minister, and to sign the instrument of transfer in the presence of the assembled members of the House, Paramount Chiefs, and visiting dignitaries.

I am grateful that my Crossroads experience did not end when I returned to the U. S. As each Crossroader does, I made one speech a week during the first year back from Africa; these responsibilities kept the summer fresh. The speeches were intended to interest others in serving on Crossroads, and to communicate the summer's experience to the many who cannot have the same opportunity that I had.

Marion Fitch is now a Peace Corps Program Officer in the Division of Private and International Organizations. She graduated in 1962 from Mount Holyoke College, South Hadley, Mass., with a B.A. in political science and philosophy.

Dr. Julia Faltinson, right, a Crossroads team leader, lends a hand as a mason as she and another Crossroader put the finishing touches on school in Malawi.

Marion Fitch picks up a hitchhiker as she works on rural road in Sierra Leone.

Working in the Hills of Rio

Twenty Peace Corps women have been working in the hillside **favelas** (slums) of Rio de Janeiro since July, 1963, in a health project administered by the state of Guanabara. Most of the 20 are **visitadoras**—visiting health aides—who staff small health posts, administering first aid, vaccinations and other injections, and providing basic health education. On the cover is **Visitadora** Karen Lee Seufert, from Hamburg, N.Y., a graduate of the University of South Florida with a B.A. in history. In her job, she also teaches embroidery to hospitalized girls, and leads a group of Girl Scouts. The other 19 Volunteers have assignments equally diverse: they teach home economics, conduct literacy classes, assist Food for Peace distribution, and have helped establish a hemp-handbag industry. Not pictured are Linda Channel (Carlsbad, Calif.), Carolyn Connor (Laredo, Tex.), Nancy Conway (Foxboro, Mass.), Susan Davis (Cornelia, Ga.), Helena Jones (Curt, N.Y.), Carole Kirkpatrick (Tujunga, Calif.), Ida Lanese (Cleveland), Betty Lim (San Francisco), Linda Matheison (Phoenix, Ariz.), Audrey Pankratz (Marshfield, Wis.), Theresa Ricks (Hollis, N.Y.), Joy Teeters (Santa Cruz, Calif.), Mildred Wilkins (Buda, Tex.), and Nancy Wolf (Wyoming, Mich.).

Visitadora Sally Foster (Baltimore) sees mothers and children at well-baby clinic. She also works in health education and initiated Laubach Literacy Fund classes.

A **favela** family by living quarters in the hills above Rio. The 20 women Volunteers working in Guanabara Health Project live in groups of three and four in houses spotted among the hill dwellers. A new group of some 25 Volunteers, is taking up similar posts all around Rio.

Mary Karig (Pasadena, Calif.) consults co-worker in hospital lab near **favela** community to which she is assigned as a medical technician. One of her major projects is a hookworm-elimination campaign in co-operation with the hospital. Before joining the Peace Corps she was a bacteriologist.

Working with Girl Scouts is one activity of Evelyn Washington (Carlisle, Pa.), a **visitadora sanitaria** concerned with sanitation improvement.

Carole James (Akron, O.) reads to two members of Girl Scout troop she organized with Evelyn Washington. Also a **visitadora sanitaria,** she isstructs the nurses in physical therapy for local polio victims.

Brenda Rosen (St. Louis, Mo.) talks with children in her neighborhood. She trains **favela** girls for dental-technician jobs, conducts sewing classes, acts as a consultant to other Volunteers in dental hygiene, and helps to edit the Volunteer newsletter for the Guanabara area.

VISTA Gets Underway

VISTA, the domestic 'Peace Corps' program, will have some 150 volunteers in training before Jan. 1, Sargent Shriver announced last month.

Shriver is serving concurrently as Director of the Peace Corps and as Director of the Office of Economic Opportunity, the agency created in August as Congress passed the administration's antipoverty legislation. There is no administrative connection between the two agencies.

After a meeting last month with President Johnson, Shriver announced details of the 'War Against Poverty,' as it has been termed by the President. VISTA (Volunteers in Service to America), is one arm of the program; the other two branches of the Office of Economic Opportunity are the Job Corps and the Community Action Program.

VISTA is headed by a former Peace Corps official, Glenn W. Ferguson, who served as an Acting Associate Director, and from 1961-1963, as Peace Corps Representative in Thailand.

Ferguson will oversee VISTA's recruitment, selection, training, placement, and support of volunteers whose services have been requested to assist in eliminating poverty in the U. S. In the next six months, the program will assign 3500 volunteers to projects in the 50 states of the U. S. and its territories, Ferguson said in describing the program.

"Job skills will be diverse. Volunteers will work in rural and urban community-action programs, Job Corps camps, migrant-worker communities, Indian reservations, hospitals, schools, and institutions for the mentally ill or mentally retarded," he said.

Requests for VISTA projects which would involve 1800 volunteers have already reached the Washington office of the O.E.O. Projects are being submitted by state, county, and city governmental agencies, and local civic groups. VISTA program officials are working with local sponsors in co-operation with the governor of each state involved.

Application requirements are similar to Peace Corps standards. Any person 18 years of age or older may apply. Married couples are eligible if both the husband and wife qualify. Volunteers will not be exempted from military obligations.

Each applicant will fill in a preliminary application, which establishes legal eligibility. Applicants who fulfill the legal requirements will then be sent a detailed questionnaire and a request for letters of reference.

The VISTA selection process is handled by the Division of Evaluation and Placement. Since no written examination is given, applicants are judged on their skills, experience, and background. Selected applicants will then be invited to participate in training programs.

President Johnson speaks to the first 20 VISTA volunteers at a recent White House reception. Volunteers start training next month and begin work in February.

Exact scope of each project will determine the types of skills needed, and volunteers with requisite skills will be drawn from a pool of applicants.

"VISTA seeks volunteers from people indigenous to poverty areas. We can use high-school graduates who want to serve because they will already know the environment and understand the poverty syndrome and thus have fewer adjustment problems," Ferguson said.

"The initial response of applicants has been good," he continued. "VISTA has already received 2000 applications, some 30 per cent from the southeastern U. S. An active program of field recruitment is also planned under the Division of Volunteer and Community Relations. Volunteers will be sought from among artisans and labor unions, and at high schools and on college campuses.

One-year Period of Service

The period of volunteer service will be one year, including the four-to-six weeks training. The training program will stress supervised field experience, application of particular skills to the environment in which the volunteer will work, discussion of the nature and causes of poverty, area and language study, health education, and the development of recreational skills. Training will be conducted by local private and public organizations, and selected colleges and universities.

"The approach will be functional," Ferguson said. "Training officers must understand and be able to articulate the realities of the environment of poverty. Training efforts will be directed toward converting an existing volunteer's skill into field application, rather than teaching new skills."

VISTA volunteers will receive a monthly allowance. Since the volunteer will be expected to live where he works, the amount will vary depending on local conditions. During service, volunteers will be reimbursed for medical and dental expenses. In addition, they will receive a $50 stipend for each month of satisfactory service. (The VISTA program is financed by a $4.5 million sum, part of the $784.2 million appropriation passed by Congress for the anti-poverty program on Oct. 8, 1964.)

VISTA will have no field staff. The Division of Volunteer Assistance will help local citizens aid volunteers in the field. The Washington headquarter's staff, with 50 members including four returned Peace Corps Volunteers, is nearly at full strength now, according to Ferguson.

"A VISTA volunteer will have the same basic role and responsibilities in the U. S. as a Peace Corps Volunteer has overseas," Ferguson said. "He will live in and try to understand the local environment, working with the local people, and developing communication with them.

"When VISTA volunteers get into the field, they will encounter difficulties similar to those of Peace Corps Volunteers." Ferguson predicted. "VISTA volunteers will probably have trouble evaluating how they have contributed toward eliminating poverty in their area. And they will always be compared to previous volunteers, such as church and social workers.

"Neither the Peace Corpsman nor the VISTA volunteer serves on an eight-hour basis. His commitment is around the clock.

"The basic requirement," said Ferguson, "is that you care about poor people —enough to share their life and try to help them."

Education Will Play a Key Role in Initial Antipoverty Programs

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By Fred M. Hechinger

When Sargent Shriver unveiled the modest prelude to the antipoverty program last week, one veteran education observer said: "Education is the new growth stock, and everybody wants a few shares."

The reference was to the fact that the antipoverty program is scattered all over the official landscape—the Department of Labor, Mr. Shriver's Office of Economic Opportunity, city halls, rural conservation offices and almost as an afterthought the United States Office of Education and the local school boards. The remark underlined the fragmenting effect of education's new political sex appeal, but it also put the spotlight on a central fact—education is the heart of any antipoverty program.

These are the key education elements of the plans:

(1) **Community Action Program.** Approximately $280 million will be available for the first year of operation to help communities to battle poverty through preventive action. Education is the chief ingredient—estimated at 60 per cent of the entire community action budget.

It includes after-school study centers, summer programs, weekend instruction, enrichment such as New York's "Higher Horizon" which sends slum children to concerts or theater and—possibly the cornerstone of all preventive effort—preschool instruction for three-year-old ghetto children and day-care centers for the most needy.

Dr. Carl L. Marburger of the Detroit Board of Education and the Economic Opportunity Office, said some 300 communities had been visited and school authorities consulted.

Cities that have pilot programs of their own already under way will be eligible for support—but only to expand their programs. A "maintenance of effort clause," written into each grant, assures that there will be no relaxation of local spending.

Significantly, community action program officials prefer to channel funds through some body other than the local Board of Education. "Schools by themselves can't solve the problem," one expert said.

(2) **Work-Study Program.** Administered by the United States Office of Education, this program hopes to enroll large numbers of needy students in colleges and universities, while providing jobs for them at the same time. The limit on outside work is set at 15 hours a week. Some of the jobs will be subsidized campus employment, but others may actually be in the community action program (see above), such as tutoring.

About $71,000,000 will be available for payment to the students.

(3) **Work Training.** Administered by the Department of Labor, this program will have available $110 to $150 million to help about 150,000 youths between the ages of 16 and 21 who are either out of school and unemployed or are about to drop out of school and into the chronically unemployed trap of the unskilled. Some will go into community jobs—in hospitals, laboratories and social agencies. Others will get jobs in school cafeterias and custodians' offices.

The stress will be on getting youths back to school, even if only part-time, and to create lasting work habits. An official cited a request by a professor at the University of Maryland for 8 or 10 youths who would take care of animals used in scientific experiments. The hope in such work is that it will get young people interested in fields they had not even considered open to them.

Job Corps: Most Revolutionary?

(4) **Job Corps.** This may well be the educationally most revolutionary plan. Administered by the Economic Opportunity Office, it will have $150 million for the first fiscal year ending on June 30. Aimed also at youths between the ages of 16 and 21, it will establish 25 to 30 centers for men, in or near cities, on such sites as obsolete military posts. Each center will house 1000 to 2000 men. Another 25 to 30 smaller centers for about 250 women each will be established in vacant hotels or motels.

The centers will be established through contractual agreements—with schools, colleges, industry, research agencies or combinations of them. The curriculum, to be worked out by the contract partners, will stress basic education (reading, mathematics, science, sociology), good work habits and vocational training. The latter will follow guidelines by the Bureau of Labor Statistics. It has charted some 25 or 30 "occupational clusters," which promise employment opportunities for the next 10 years.

The program for the women will in addition stress the aim of making them better wives and mothers to break the vicious circle in which the uneducated bring up children who become, in turn, uneducated and unemployable.

In addition, there are to be more than 100 rural centers, each with 100 to 200 men. In the words of Dr. Wade Robinson, who supervises the plans, youths must "learn to learn and learn to work." They will be put on "relevant work that needs to be done," such as conservation. But a 17-year-old boy who wants to run a bulldozer will find that he must learn to read the manual.

Already recruited is an educational staff. In January a cadre large enough to run 12 centers, plus a test group of trainees, will go to a demonstration training site. Out of this first group of about 300 a staff for three camps will be selected. These camps will be established in February to refine the procedures. In March, about 22 camps should be under way and about 20 camps are scheduled to be opened each month thereafter. Recruiting tests are under way in Baltimore and Appalachia.

Educationally it is most significant that the centers will develop textbooks and training devices—and most vital, turn out specialist teachers—to break the deadlock between the schools and the youths who fail to respond to traditional efforts.

Eventually, it is hoped, school systems will either "adopt" centers as experimental stations or at least send teachers on loan for special training. Colleges may use the camps as practice teaching centers. This might offer an answer to the charge that most teachers at present are trained only for service in favored schools.

A computer evaluation system will constantly test the educational innovations used. Researchers with new ideas will be welcomed. Some of the trainees, it is hoped, will eventually come back as staff members.

The question remains whether the rush of so many agencies into educational ventures will lead to duplication and crossed purposes. One answer is that the regular educational channels are inadequate. The United States Office of Education proved to be too low on the governmental totem pole. Surrounded by cabinet-level powers, it could experiment and advise but could not shape national programs.

The leadership in local school boards, at state level and in the universities lacked money and imagination to go beyond pilot projects or routine. Few school boards have galvanized all-community efforts. Even the prototype of pre-school teaching came out of New York Medical College rather than from the educational leadership. One state education commissioner said recently in bitter jest: "Our only talking point used to be poverty. Now they're taking even that away from us." Those who are capitalizing on education in the antipoverty programs may reply that educators have let poverty be a "talking point" for too long.

The question is whether the educational leadership—local, state and Federal—can gather strength to prevent the fragmentation from ending in waste and weakness.

Tutoring at La Picota is Patti Hummel of Birmingham, Mass.

Prisoner-teacher conducts follow-up session after ETV class.

New Outlook at La Picota

By Dave Ferrell

"Oh, gloria Inmarcesible!
Oh, Júbilo inmortal!
En surcos de dolores
El bien germina ya . . ."

Strong and proud voices singing the Colombian National Anthem filled the bare auditorium.

The robust singers, 144 of them, were prisoners dressed in bright blue uniforms. Listening, on a stage facing them, were Colombian Ministry of Justice representatives, La Picota Prison officials, and Peace Corps Volunteers.

This was a graduation ceremony—the result of 42 student-prisoners becoming literate and others being honored for their top grades in primary-level classes. The prisoner rehabilitation program, co-ordinated by Colombians and Volunteers, was born a year ago to train Volunteers in literacy-teaching methods. It has grown into an experimental project to educate and counsel inmates for their return to society.

Colombia has a prison population of 30,000 jailed in 189 prisons throughout the country. La Picota (The Pillory), one of two prisons in Bogotá, the nation's capital, holds some 1600 inmates. The Ministry of Justice allots 2.50 pesos (25 U.S. cents) for each prisoner's daily needs.

On the staff at La Picota to take care of mental, medical, and spiritual needs of the inmates are a psychiatrist, physician, surgeon, dentist, and priest. Prisoners are housed in *patios* (cell blocks) three stories high. As many as four men live in a single cell about 10 by 8 feet, without heat, lights, beds, or even glass in the windows. The structures were originally built for a capacity of 600 prisoners and have a minimum of plumbing facilities.

About a third of the prisoners at La Picota are employed in workshops owned by the ministry and operated by contractors. The average prisoner is an illiterate *campesino* who is ignorant of the law that placed him in the prison. As a whole, the life of an inmate is one of boredom, frustration, and despair.

In November, 1963, Peace Corps and the Laubach Literacy Fund began teacher-training courses for Volunteers and their co-workers at the Bogotá prison. After three courses were taught by Volunteers Robert Friedman (Union, N.J.) and Ernie Orona (Belen, N.M.) the decision was made to continue with the 30 to 40 prisoners who had become literate. The Volunteers selected 12 teacher-prisoners to continue the work with 70 literacy students. Volunteer Emma Gross (Aguadilla, P.R.) was assigned to organize the system at the penal institution as her first project.

As Emma began her work, the Ministry of Justice named Major Carlos Acosta as the new prison director. Acosta became deeply interested and involved in the Peace Corps program. An officer in the national police, he had spent a year in the United States studying criminology and penology with the Federal Bureau of Investigation and had worked with its Colombian counterpart, the Departmento Administrativo de Seguridad.

"And from that point on the program boomed," says ex-Volunteer Friedman, who is still in Colombia, associated with the Laubach Fund-Peace Corps program as deputy Laubach representative.

Today the 144 *educativa* men in the rehabilitation program on a voluntary basis are making history, since until now nothing has ever been done here to reshape a criminal's life before he left the confines of prison walls.

Several months ago, the student-prisoners were given paint, plaster, and other materials by Major Acosta to remodel their *patios*. After work was completed, including the installation of showers and electricity, each prisoner was given a bed and assigned to a single cell. The spirit of the men was high as they dubbed their home *"El Patio Modelo."*

In March of this year the ministry assigned Professor Alfonso Rodriguez to head the educational programs, incorporating teleclasses produced by the Ministries of Education and Communication and the Peace Corps, and the Laubach Literacy Program.

Volunteer Elena Radley (Chicago), assigned to ETV utilization, and the professor organized student-prisoners into five levels according to educational ability. On the first level were the illiterate, followed by other primary grades using the ETV teleclasses in mathematics, science, Spanish, and social science.

[*Elena Radley is the sister of Volunteer Lawrence Radley, who was killed in a Colombian plane crash in April, 1962. She entered the Peace Corps in September, 1963.—Ed.*]

Ten prisoners were selected as classroom teachers, one for each course. These *auxiliares* were trained in teaching

Before—dirty cellblocks lacked beds, lights, and showers.

After—remodeled **"El Patio Modelo"** presents better vista.

methods by Professor Rodriguez and in ETV utilization by Elena. On April 1, the prisoners along with some 100,000 primary students in 400 Department of Cundinamarca classrooms began studying with TV.

Two months later, Volunteer Ronald Gabis (Schenectady, N.Y.), a college graduate in guidance and psychology, started a program in psychological and occupational testing and guidance. Gabis began collecting data on 40 prisoners in the 5th course-level through a battery of tests and interviews. This was the first time such extensive data was gathered on Colombian prisoners.

By the end of the first semester in June, the prisoners were tested by a team from Stanford University's Institute for Communication Research, which is measuring the results of the Peace Corps ETV project in Colombia. [See "ETV Brings World to Classroom," THE VOLUNTEER, June, 1964.] Many prisoners received perfect scores on the tests and they averaged three points higher than students in the public primary schools.

In August, a full-scale prison rehabilitation program was drawn up by the Volunteers working at La Picota and submitted to the Ministry of Justice.

The main objectives of the program are to elevate the prisoner's standard of living, to help him realize his errors, and to prepare him for civilian life.

In addition to the courses already underway, the project will include advanced studies in primary-level history and reading classes for the newly literate; classes for *auxiliares* on the secondary level in foreign languages and literature; a fine arts program in painting, drawing, ceramics, and music; manual arts, uti-

Prisoners stand for singing of Colombian national anthem at graduation ceremony following one phase of Ministry of Education-Peace Corps rehabilitation program.

Volunteer teachers Emma Gross (right) and Elena Radley congratulate inmates receiving graduation diplomas for successfully completing literacy classes.

Beginning literacy classes, Volunteer Patricia Hill (Orlando, Fla.) instructs a La Picota prisoner. Watching progress are Major Acosta, left, director of the prison, and Alfonso Rodriguez, head of educational section of program.

lizing correspondence courses in radio-TV repair and accounting; physical education classes for both prisoners and guards; a prison newspaper by and for the inmates; and a library for research and studying.

Parts of the psychological rehabilitation program will include maintenance of cumulative records on each man; administration of personal and vocational interest tests to aid in counseling; individual and group therapy under the direction of the prison psychologist; establishment of a termination or post-penal program; a program on mental hygiene consisting of discussions on health and emotional problems; and a guard-orientation program on the goals and objectives of rehabilitation.

Volunteer Francis Mider (Hornell, N.Y.) recently began music classes and has formed a choral group. Her work at the prison is in addition to her regular duties as a member of the program development staff of the ETV project.

The prison newspaper has been named *Muros* (walls) by the prison journalists and its first issue was published in September. *Muros* will be published every two weeks and will have a special section with a controlled vocabulary in simple Spanish for the newly literate.

Other parts of the project are now being organized. Colombian student volunteer workers from the Escuela de las Bellas Artes, La Universidad de Los Andes, and La Universidad Javeriana, along with Ministry of Justice and government social-work personnel, will staff the Colombian-supported side of the program.

A number of Colombian and Colombian-American businesses and civic organizations have contributed money or materials, such as eating utensils, towels, toothbrushes, clothing, education supplies, and medicine to support the needs of the program.

The beginning phases of the La Picota rehabilitation program with its catalyst, Laubach literacy training, have spread to eight other prisons in the country. These institutions have or are introducing ETV with sets donated both by private individuals and Colombian and American government agencies (Banco de la Republica and the U.S. Agency for International Development).

Major Acosta, director of La Picota, recently commented that "The environment in the prison has improved 90 per cent since the Model Patio was introduced. Now we don't have so many offenses committed in the cells. A prisoner must have a good conduct record to enter the Model Patio, and the outsiders are clamoring to get in."

A teacher-prisoner proudly stated, "For me, it's a privilege and honor to think that I can help make a new person out of a companion by starting him off on his way to becoming educated."

For the prisoners the future doesn't seem as dark as it once did. Proof of the program's potential can be seen in the fact that one of the first students, who has been on the outside now for several months, has been elected secretary of his *barrio's* governing junta. He is starting a literacy program there.

David Ferrell (McDonough, Ga.), who recently returned to the U.S., worked while a Volunteer as communications chief for the Peace Corps ETV project in Colombia. He studied radio-TV journalism at the University of Tennessee, earning a B.S. in 1962, and has served on the news staffs of the Cleveland, Tenn., Daily Banner *and the Columbus, Ga.,* Ledger.

First performance of prisoners' 40-voice chorus is conducted by Fran Mider at prison fiesta attended by government officials.

Long-Term Volunteers in Africa

A UNESCO traveller offers a candid evaluation of how they are doing

By Glyn Roberts

During the past three years, long-term voluntary service has become a serious undertaking. Following the initiative of the U. S. Peace Corps, several European governments have launched volunteer agencies; existing nongovernmental volunteer organizations have been rejuvenated with considerable funds; the question of volunteers has been raised at the Economic and Social Council, Food and Agricultural Organization, Freedom from Hunger Campaign, UNESCO, World Federation of United Nation Associates, Organization of Economic Co-operation and Development, Council of Europe, and other agencies concerned with international development.

Like any other issue, there have been the protagonists—claiming that voluntary service is the key to a major social and technical break-through in the race to improve the lot of the less-developed countries; and there are the skeptics at the other end of the scale, who see volunteers as idealistic, head-in-the-clouds, bungling amateurs.

But while London, Paris, Geneva, Rome, and Washington were busy quizzing one another as to the pros and cons of the business, trying to work out definitions of what a volunteer is or should be, what he should be trained for, how he should live in the "host" country—it struck me and a number of my colleagues in the Co-ordination Committee that the microphone should really be dangling in the African camp; for it is there that the answers are to be found.

I have had the good fortune to become that microphone. Having left the Co-ordination Committee, I received a UNESCO Youth Travel Grant and a living allowance from the Joseph Rowntree Charitable Trust (U.K.). On January 2, 1964, I left for Europe for a two-year work and study tour of long-term volunteer (LTV) projects in Africa, India, and Ceylon.

After visiting each country, I prepared and returned a detailed report of current LTV projects, type of work, number of volunteers, successes and failures, African opinion. This is the first General Report. I am very conscious that I am by no means an "expert" yet on volunteer affairs; I have still a lot to see and learn. What strikes me as important now may seem pointless in three months.

Most LTV organizations seem to work on the principle that good volunteers will guarantee success in the field. Assuming this, they concentrate their efforts on recruiting, careful selection, training, and orientation courses, and then, having their good seed they scatter it optimistically over the African continent and vaguely hope it will bloom.

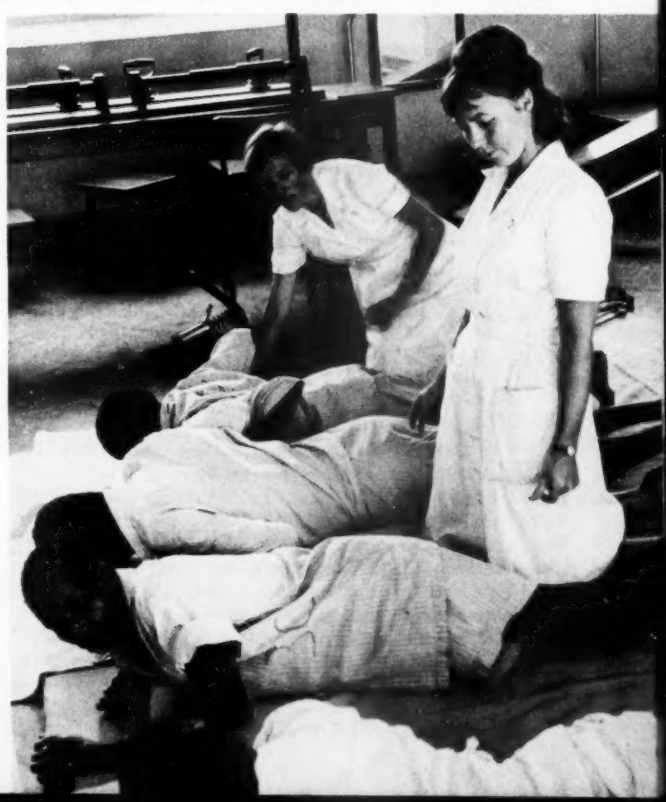
After seven months of talking with headmasters and staff of over 50 schools and colleges, hospital matrons, mayors, prefects, administrators in departments of secondary education, youth and sport, and so forth, and of course the volunteers—some 275 of them—and their field organizers, I am more than ever convinced that it is the project which makes the volunteer.

If I were now in Europe, we would at this point launch off into a great semantic wrangle, but since I am safely in Africa, I have the microphone all to myself for once.

But really, this is serious. Most of the volunteer "failures," from what I can gather, have never had a fighting chance. And many of the "successful" volunteers admit candidly that it is the job which is good and they were just lucky to land it. The number of volunteers coming to Africa for jobs which do not exist, or to waste their time giving eight-to-ten hours "English conversation" per week, or to sit around for weeks waiting for materials, or to discover halfway through building a school that nobody really wants it or that it is built on sacred ground 20 feet away from a graveyard . . . I do not know what this number is, but it is higher than most of us would like to imagine.

For the Africans' sake, for the volunteers' sake, there must be better planning, better field organization and better relations with the authorities at this end.

Norwegian Peace Corps physiotherapists in Uganda hospital.



Glyn Roberts is a travel grantee of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) who has been traveling throughout Africa preparing a survey on long-term volunteers of all nations serving on the continent. Roberts, 27, is British, and has a B.A. in geography from London University and an M.A. in sociology from the University of Stockholm. For this First General Report of his survey, he visited Algeria, Morocco, Senegal, Sierra Leone, Guinea, Ivory Coast, Ghana, and Nigeria; his future itinerary includes Cameroon, Republic of Congo, Burundi, Tanzania, Kenya, India, and Ceylon. His comments are reprinted from the Bulletin of Information on Long-Term Voluntary Services, *Published by the Co-ordination Committee for International Voluntary Workcamps, UNESCO, Paris.*

Let us continue to keep looking at this from the African point of view and consider first the relations with the African authorities.

You have three levels of Authority to deal with, all indispensable:

1) **The Ministerial-Diplomatic-Political level:** Without permission from this level, volunteers do not get into a country in the first place and they remain there just so long as it is politically expedient.

It is fine for LTV organizations to say they are non-political or apolitical in Europe; in these countries any foreign organization is either "politically acceptable," or not. Being non-governmental or international can help, but not in the last resort. The following extract from my Ghana Report will illustrate this:

". . . a) Ghana is a politically conscious, one-party state. While foreign governmental volunteers risk being asked to leave the country for reasons independent of their personal conduct, nongovernmental volunteers stand a harder chance of being accepted in the first place since the Ghana government wishes: to know with 'whom' it is dealing; and to deal with reliable, continuous LTV systems.

b) Ghana is embarking on a Seven-Year Plan: a formula has been decided on, the scope for independent, experimental programs is now zero; whatever is of direct, 'sure-fire' relevance to this Development Plan is politically acceptable, whatever is not, is not.

c) The scope for LTV service is thus likely to remain more or less limited to teaching and the choice of subjects may even be limited for certain kinds of volunteers.

d) To assure and speed success of the Seven-Year Plan, an austerity period may be called for, plus a tightening of exchange control: LTVs may prove less sensitive to this than salaried, expatriate teachers with families.

e) Ghanaian sensibilities may be offended by an exclusive *espirit de corps* between LTVs and their field administration evaluation meetings to which Ghanaians are not admitted, and so forth which is open to dual interpretation.

f) Ghana wants efficient technicians. They do not say the volunteer's moral position is worthless—it shows up again and again in terms of co-operation, energy, enthusiasm, and is appreciated—but in view of Ghana's present priorities the Heroic Volunteer Image is an embarrassment. The Government does not want gestures of charity and it insists on paying the Peace Corps itself.

g) Ghana has a very small Administration, compared to the national tasks at hand. Any extra burden on this Administration is a menace; anything which fits neatly into existing patterns is welcome . . ."

'Prestige' Requests for Volunteers

In contrast to Ghana, some countries have been less scrupulous in their requests for LTVs. On several occasions the diplomatic level has made "prestige" requests for volunteers without having any really clear idea of what they were to do. Despite an official welcome and perhaps a rudimentary introduction course, no proper jobs awaited the LTVs and morale-destroying months went by before they were finally occupied.

2) **The Executive level:** These are the men in the ministries responsible for educational planning, school-staffing quotas, co-operative projects, and so forth. This is where next year's needs are calculated, and whether you have an LTV program or not, and how successful, depends on them—and particularly on the *eminences-grise*, the *conseillers-technique* (European technical advisors) who have, in some countries, the little office next to them, if "they" are African.

One example of good relations at this level and how they improve the LTV's chance of success: in Ghana, Canadian University Service Overseas (CUSO) knows already by May of each year what its teaching assignments are to be. This gives the new CUSO volunteer time to exchange letters with his future headmaster, to know which forms he will be teaching, what accommodation to expect, and so forth. This is a great advantage over the volunteer, say, who arrives, during the summer, perhaps rarin' to get out to the jungle, and finding himself posted to Accra's fashionable Achimota School.

Good relations at this level mean sensible placements, less misfits. The Ph.D. teaching junior English, the skilled draughtsman-architect plodding over the markings on a 12-inch ruler for beginners, the farmer idling away the hours on a doomed "experimental project," all waste manpower and dash another volunteer's hopes.

No Desire for More 'Pilot Projects'

It is well to remember that the people in these departments are most interested in competent personnel who will fit into existing systems with a minimum of administrative bother. They are not anxious to launch new, experimental projects based on volunteers; the element of doubt in these countries is already too great and these men are desperate to make a few cast-iron formulae work, rather than engage in further fascinating "pilot projects."

In a country like Algeria where the government has too many problems on its hands to be able to deal with whole sectors of social service, LTV teams may take more initiative. But they must take care not to grow isolated and overwhelmed by their day-to-day work; they must still underpin their activities with official recognition and support. Otherwise the LTVs risk building youth clubs for which the authorities have no provision in their budget to maintain, they risk giving courses in vocational training which the authorities, months later, refuse to recognize academically, they risk their whole medical service dragging to a standstill since vital supplies of drugs remain blocked for months on end in a government customs shed.

The "good" volunteer will no doubt smile stoically at these mishaps while the "poor" volunteer may give up in despair. True, but these mishaps should never occur in the first place.

Two last points to counter-balance what might appear unrelenting criticism:

Quite often, government departments do not really know what they want and have only a hazy idea of how things are going to develop over the coming 18 months. They are not entirely to blame, the political situation is often fluid, and a change of minister can completely wreck a department's program.

Secondly, though I am harping on negative features to support my thesis (that the project makes or breaks the volunteer), the overall impression I have from the departments mentioned has been definitely very favorable to volunteers, especially in teaching and medical work. For the next 10 years many areas are going to rely more, not less, on voluntary teaching assistance.

In Manfe, Cameroon, Alton Scarborough (left) of Pedricktown, N.J., a Peace Corps community-development worker, lives with French volunteer Boris Andreieff.

3) **The operational or local level:** Within reason, I believe that the most important single factor in making a successful volunteer teacher is his headmaster. There seems to be a common, and unfortunate, assumption among LTV-sending organizations that if a person is not technically skilled enough to do anything else, then at least he can always teach. But since this assumption is ingrained (how about that, gentlemen on the selection boards?) perhaps the best we can do is to give him every chance to succeed once at school.

The headmaster who understands that most volunteers' mistakes are due to nerves or over-enthusiasm or to a wish to be democratic in class, and who channels this enthusiasm, advises on class methods, encourages extra-curricular activities, is liable to have a "good" volunteer on his staff.

The fact is that a volunteer, whether in an LTV development team or in a school or medical program, is very much influenced by the personality of his work organizer. After all, the common feature among volunteers is a desire to do something that is useful and satisfying, but since that something is often vaguely defined, everything depends on the man who finally assigns the LTV his responsibilities. This means sizing him up—in Africa, not in Europe or America, and in the school or on the project, not in Lagos or on some training course—to his responsibilities. Not too many responsibilities of course, but please, not too few. A fellow likes to feel needed.

The LTV team needs a few father-figures in the local community, too, to give it approving nods from time to time: the mayor, the Koranic teacher, the emir. Strained relations can easily develop through misunderstandings between volunteers and villagers—as when the village folk of Ain Kercha, Algeria, set about harvesting a precious demonstration plot of beans and alfalfa, pride and joy of the Mennonite PAX team, because it was grown on village land. The local sub-prefect saved the day, and relations were restored, but only just in time.

A few words about LTV Field Administration, as such:

The older organizations such as the various Quaker teams, United Nations Associations, Service Civile Internationale, Graduate Voluntary Service Overseas, Voluntary Service Overseas, and more recently CUSO seem to manage with the bare minimum of field administration. CUSO's whole Ghana administration is run from the saddlebag of the motorcycle of the CUSO volunteer who happens to be based in Accra. But these are 30 school teachers, who may be expected to be less trouble. What about some of the community-development teams in Algeria? I should say most were seriously under-administered considering the feats they hoped to perform.

Do sending organizations really appreciate the complexity of running a so-called community-development team, usually in an isolated region with bad communication, equipped with unreliable transport, rough living conditions, surrounded by local feuds and jealousies, dealing with local authorities, heart-breaking in their intricate bureaucracy, materials hard to come by, volunteers falling sick? If they do appreciate these difficulties and have no more funds for administration, they ought still to instruct their field organizers to concentrate their activities geographically and reduce their diversity. One team of 11 LTVs in Eastern Algeria had 12 projects going, including sewing classes, carpentry shops, medical services, distribution of material aid, French and Arabic classes, health classes. These projects were located variously at 15, 24, and 36 miles from the team's base. The dissipation of team spirit is considerable, not to mention administrative problems and a serious loss of time and effort just getting from one place to another.

The Peace Corps, on the other hand, has gone to the other extreme. I have nothing against air-conditioned offices, electric typewriters, and some very handsome cars. The outward signs are not the most important here, in fact they are distinctly to the Peace Corps' advantage in West Africa—they obviously mean business; it is the administration itself which is overdone. Evaluation sessions, medical check-ups, fortnightly group trips, visits by the field representative, visits by the Peace Corps doctor, a sort of Big Brother system whereby each Volunteer keeps an eye on another, just in case of any eventuality.

The Peace Corps has its own reasons for all this, and the Nigerians, for instance, with 502 Peace Corps Volunteers are probably glad not to have their medical worries. But with all this administration the Volunteers never get very far away from the U.S.A. in spirit or in practice.

Some Conclusions (Provisional)

In conclusion (provisional) with some comments and questions:

• I have no objection to decent living standards for LTVs. In many cases a refrigerator, mosquito netting, independent transport, reasonable Western food are not luxuries, but necessities. While individuals may successfully live the Heroic Volunteer Image (reed hut and such), no system can be based on it. The average person just has not got what it takes.

What is the especial quality of the volunteer, to my mind, is the human type of relationship he maintains with the Africans, and the spirit with which he applies himself to his work. In this sense I know lecturers at Legon University, Ghana, making sizeable salaries, who are far more "volunteer" in outlook than many LTVs I have met. They do all their own cooking, look after the house and treat the African helper who comes in for laundry with unpaternal friendship.

How "volunteer" is a household where three English youths loll around in better living conditions than they ever enjoyed at home, a servant to cook, lay the table, serve, wash up, clean the house, dig the garden, wash their clothes and bedsheets, serve drinks? Too many volunteers in West Africa have rationalized the "servant problem" by saying

In Tanzania hospital, Ethel Brown (left), Peace Corps nurse from Arlington, Va., works with Danish volunteer nurse.

that the Africans need the work, that they pay better wages and treat their servants better than African masters, that they are expected to have servants. One or two volunteers I have met developed into very imperious little "massas."

But the real problem is, as with many of the other privileges which are thrust onto the LTV, thanks to his white skin, education, and job, that few of the Africans mind (or dare to mind) if he is an imperious little "massa." It is expected, and the Africans are just as conservative as some of the colonial-minded expatriates in this respect.

• Virtually every headmaster I met confirmed that one year (nine months) service in teaching is not enough. If a person honestly cannot come out for longer than one year, he should stay at home. His absence will be more than made up for by those who decide, after all, that they can stay for two years. The decision cannot be left till the LTV reaches Africa, so much depends upon mental outlook. If you have set your mind to walk 20 miles, you pass the 10 mile post still going strong.

• With contract teachers leaving Africa in great numbers and the educational system heading for difficulties, volunteers are inevitably going to come in for criticism in political newspapers as scapegoats for future educational crises. Just as present expatriate teachers are written off as saboteurs, lazy, incompetent, so LTVs will be blamed, willy-nilly, in times to come.

• In almost every field, volunteers have to be good leaders.

• The "counterpart" system, so much talked and theorized about, looks grand on paper, but it is almost impracticable. It is hard to get the right counterparts: nepotism, prestige, personal advancement, adverse features. It is hard to keep this counterpart: other interests or responsibilities, lack of funds, promotion to a new job, loss of interest if progress slow. It is not always easy to put the counterpart to good use afterwards: qualifications turn out to be unrecognized by government, project comes to an end, counterpart gets recruited into something quite different but better paying, and so forth.

Group instruction at less technical level may be the answer, rather than trying to emulate U.N. specialists (who have their own proportion of failure).

• In formal education, volunteers are going to be a permanent feature for the next 10 to 20 years—in view of needs. Why has not UNESCO given this study? It is an important matter. Even where LTVs made up 20 per cent of secondary teachers, the UNESCO Expert-Advisor on Education was willing to see a continuous *ad hoc* situation. And then, in one country, the budget expenditure on education was cut by 2 per cent. Receiving countries must use LTVs responsibly.

• You can pay a man $8400 a year to waste his time: but not food, lodgings, and pocket-money.

• In training: technical skills (including teaching) and language (i.e. French, not African dialects) need absolute priority.

• The French-speaking countries of West Africa (and Morocco) seem to have less understanding of voluntary service, less tradition than the English-speaking areas. Headmasters still think in terms of "assistants" who do only a few hours work per week and are there principally to learn about the country. Volunteers' French is usually simply not good enough to maintain verbal discipline in unruly classes, explain ideas in different ways until they finally get through, project personality of teacher.

The French conscript-system, whereby army personnel may do civilian work in Africa, also reduces the scope for LTV work, and understanding for LTVs—who they are, what they are, why they are there.

• Teaching or instruction *vs.* technical, 'doing,' projects: the way problems increase in a geometrical ratio on technical projects—even a modest chicken-run project involved questions of feed, transport, materials, counterparts, apprentices, after training, marketing, and accounts—make 'doing' projects less viable when run by LTV groups, unless completely built into a current government project or another going-concern.

• LTV organizations should distinguish at the outset between emergency action work and community development. Drifting between the two, the LTVs lose impetus and a sense of direction. Half a dozen of the communities which I saw LTVs trying to develop were so amorphous, unstable, widely scattered, they scarcely deserved the term.

• Most of the U.N. Experts who have first-hand experience of LTVs are pleased with them. Most of the U.N. experts who have not, seem very snooty about them, with quite a lot of inbuilt prejudice against anybody who works for less money than he can possibly make. (This is from my experience; I am not saying this is a general rule.)

Holding a 'sing-song' with Tibetan refugee children in East Punjab, India, is Judy Pullen, a Canadian volunteer teacher.

Career Opportunities

Post-service career opportunities for returning Volunteers are listed in the monthly bulletin of the Peace Corps Volunteer Career Information Service. Volunteers in their last year of service have been asked to send in registration cards (available from Representatives) in order to obtain individual assistance. Inquiries should be addressed to CIS, Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Following is a selection from the current Career Opportunities Bulletin, which should be consulted for complete listings:

Education

Alabama Agricultural and Mechanical College has three undergraduate tuition scholarships in 1965-66 for returning Volunteers. Write to R. D. Morrison, President, Alabama Agricultural and Mechanical College, Normal, Ala.

Antioch College has established four scholarships for returning Volunteers interested in working toward a master-of-arts-in-teaching degree. The aim of this one-year program is to develop qualified teachers in social sciences at the secondary level. Conducted in Putney, Vt., and Yellow Springs, O., the program will admit two groups of 18 students each, the first in June, 1965, and the second in September, 1965. Write immediately to Roy P. Fairfield, Director, Antioch-Putney Graduate School, Antioch College, Yellow Springs, O.

University of Illinois, Department of Psychology, has research-assistantship opportunities for qualified Volunteers doing graduate work in social psychology or in the psychology of classroom learning and instructional procedures, and new educational media such as programmed learning and teaching machines. Write to Fred Feidler, regarding the social psychology program, and to L. A. Stolurow, regarding the classroom learning program, in care of the Department of Psychology, University of Illinois, Urbana, Ill. 61803.

University of Kansas is interested in applications from Volunteers for fellowships and assistantships for 1965-66. These awards pay up to $2500 per year plus fees. Kansas also has NDEA fellowships available in the following fields: botany, English, French, geography, history, philosophy, political science, psychology, and Spanish. Completed applications with supporting materials, should be submitted by Feb. 15; awards will be announced by April 1. Applications and further information are available from W. P. Albrecht, Dean of the Graduate School, University of Kansas, Lawrence, Kan. 66045.

Yale University School of Nursing has several scholarships for Volunteers in a program of research and studies leading to the Master of Science in Nursing and Ph.D. degrees. A bachelor's degree and graduation from a school of nursing are required. Application deadline is April 1. Write to Elizabeth G. Barnett, Assistant to Dean for Student Affairs, School of Nursing, Yale University, 310 Cedar St., New Haven 11, Conn.

University of Notre Dame has established two graduate tuition fellowships for Volunteers to study during the 1965-66 academic year. These fellowships may be applied to any graduate program offered by the university. Write to Dean of the Graduate School, University of Notre Dame, Notre Dame, Ind. 46556.

University of New Mexico has 10 fellowships for Volunteers for graduate study. Fellowships are for one year of study at the master's level ($1500) or at the doctoral level ($1900). A number of graduate assistantships, carrying a stipend of $2000, have also been set aside. Application deadline is April 15. Write to Dean of the Graduate School, Preferential Peace Corps Graduate Awards, University of New Mexico, Albuquerque, N. M.

Oberlin College has scholarships and loans available for returning Volunteers who wish to study for the master-of-arts-in-teaching degree at either the elementary or secondary level. Secondary level application deadline is March 1. For elementary level, applications will be received into the summer. Indicate elementary or secondary level, undergraduate college and major, and subsequent college or teaching experience. Address inquiries to M.A.T. Program, Oberlin College, Oberlin, O. 44074.

Ohio University has awards for qualified Volunteers in graduate assistantships, teaching fellowships, and graduate tuition scholarships. Volunteers who maintained an undergraduate average of 'B' or higher may apply for awards in any field of graduate study offered by the university. A master's degree is offered in most fields; Ph.D. programs are available in physics, chemistry, English, psychology, fine arts, public address, radio and television, speech and hearing therapy, elementary and secondary education, school administration, supervision, guidance counseling, and student personnel services in higher education. Application deadline is April 1. Write Donald Clippinger, Graduate College, Ohio University, Athens, O. 45701.

University of Chicago, School of Social Service Administration offers a tuition scholarship to a qualified Volunteer interested in the graduate two-year program in professional social-work education. Applications should be submitted by May 1 to Margaret B. Strozier, Dean of Students, School of Social Service Administration, University of Chicago, Chicago 37, Ill.

Fletcher School of Law and Diplomacy, Tufts University is awarding two fellowships to qualified Volunteers for graduate study in the 1965-66 academic year. Awards are $3000 each. The school offers M.A. and Ph.D. programs in preparation for careers in the State Department, United Nations, or other international agencies; international business, finance, and journalism; or teaching and research in international affairs. Deadline for applications is Feb. 15. Direct applications to Peter F. Krogh, Assistant Dean, Fletcher School of Law and Diplomacy, Tufts University, Medford, Mass.

Arizona State University Indian Education Center has reserved two graduate assistantships for study toward a master's or doctor's degree for Volunteers interested in working with American Indians. The assistantships waive out-of-state tuition and include a stipend of $2000 per year. Areas of specialization within the Indian education field may be community development, social work, adult education, or elementary and secondary education. Apply to Robert A. Roessel, Director, Indian Education, Arizona State University, Tempe, Ariz.

New Mexico State University has graduate assistantships for qualified Volunteers. Stipends are $2200 for the first year, for students with a bachelor's degree, and $2600 the first year for students with a master's degree. Write to Dean of the Graduate School, New Mexico State University, University Park, N. M. 88070.

National Defense Graduate Fellowship Program has 3000 fellowships for the 1965-66 academic year. Fellowships are for the first three years of graduate study leading to a doctoral degree: $2000 for the first year beyond the baccalaureate degree; $2200 for the second year, and $2400 for the third, with an allowance of $400 for each dependent. Recipients must be candidates for a Ph.D. or an equivalent degree, who are interested in teaching in institutions of higher education.

Nomination for NDEA graduate fellowships are made directly by graduate schools with approved programs. Immediate application to schools is advisable, with specification of interest in an NDEA fellowship. Successful candidates are required to accept or decline nomination for the award by April 15. Since candidates are sometimes notified as little as two weeks before this deadline, Volunteers may ask the school to send a carbon copy of the nominating letter to Career Information Service. Every effort will be made to expedite communication between the school and Volunteer. Volunteers may wish to designate either their parents or CIS to respond to invitations for nomination. If this is done, Volunteers should provide a list of schools to which applications have been made, ranked in order of preference. When applying for NDEA awards, Volunteers may also indicate interest in awards granted by the university itself.

Government

Veterans Administration Center, Wood (Milwaukee), Wis., has vacancies for nurses, dietitians, and a medical records librarian. Qualified Volunteers are invited to apply to Chief, Personnel Division, Veterans Administration Center, Wood, Wis. 53193.

U. S. Public Health Service Surgical Teams for South Vietnam, presently assisting in the surgical care of South Vietnamese civilians in provincial hospitals at Cantho, Da Nang, and Nhatrang, have openings for medical technologists, x-ray technicians, nurses, and other medical personnel. The teams provide immediate surgical care and also attempt to raise the general level of service through demonstrations and instruction. Surgical teams from other allied nations also participate. The surgical teams include a chief surgeon, assistant surgeon, staff surgeon, anesthesiologist or nurse anesthetist, operating room nurse, surgical care nurses, a medical technologist, and an x-ray technician. Work is under the direction of the Vietnamese Chief of Medicine of each province, with support from U. S. Agency for International Development and professional supervision from the Public Health Service. Equipment and supplies are part of each team. Assignment is for two years as an active-duty commissioned officer of the Public Health Service. For information write to Dr. Andrew P. Sackett, Deputy Chief, Bureau of Medical Services, U. S. Public Health Service, Washington, D. C. 20525.

Teaching

The American School of Guatemala has teaching vacancies in its elementary and secondary schools for January and July, 1965. Minimum requirements are a bachelor's degree and teacher's certificate. The enrollment of 800 is 85 per cent Guatemalan, 12 per cent U. S. citizens, and 3 per cent other nationalities. The program is in both Spanish and English. The two contracts available extend from January through October and from July through June of the following year. Salaries range from $2300 (in addition to the $600 travel allowance) to about $4000 per year. For additional information write to The American School, Apartado Postal No. 83, Guatemala City, Guatemala, or to International Schools Services, 2000 P St. N.W., Washington, D. C.

The American School of Vientiane, Laos, is interested in applications from Volunteers for teaching positions in the 1965-66 term. Vacancies exist for a principal, two elementary teachers (grades 1-6), and junior high teachers of "new" mathematics, social studies, and languages. Enrollment is 180 pupils with 12 to 22 per classroom. Salary begins at $3600 per annum for teachers with a bachelor's degree, an additional $300 for a master's degree, and $100 for each year of teaching experience. Maximum salary is $4500. Nondegree teachers are paid in proportion to training and experience. Teachers will receive transportation at the start and at the completion of the two year contract, and a furnished single apartment in Vientiane. Volunteers may apply directly to Dr. Louis G. Bush, Chairman of the School Board, The American School of Vientiane, APO 152, San Francisco, Calif. 96352.

University of Puerto Rico invites Volunteers returning from Latin American university projects to apply for teaching positions, especially for teaching English as a second language. Other openings may be available in philosophy, comparative literature, and music. Openings are for August, 1965. A Ph.D. or M.A. is preferred and knowledge of Spanish is required. Write William A. Owen, Department of English and Humanities, University of Puerto Rico, Mayaquez, P. R.

Other

Pleasant Valley Farm, a year-round camp and retreat center serving families and individuals from low income or disadvantaged areas of Chicago on an interreligious and interracial basis, invites applications from Volunteers with an interest in a farm operator-manager position. Responsibilities include supervising and training out-of-school and out-of-work youth in farm work programs and maintenance operation. The manager is responsible for the farm's grain operation and care of a few animals kept for the youth program. Agricultural background is necessary, with teaching or counseling experience recommended. Candidates may have a family. Salary, housing, one month vacation, and other benefits are provided. Volunteers should send inquiries to James Mason, Director, Pleasant Valley Farm, Route 2, Woodstock, Ill.

'Bland' Volunteers?

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view the Peace Corps as a logical step in their career and fewer of those who think of the Peace Corps as a risk-taking, way-out adventure unrelated to their life plans. There is little evidence, however, that this change has adversely affected the quality of Volunteer performance. In fact, the evidence is to the contrary. I have talked recently with more than a dozen Representatives or former Representatives. Most of them feel that Volunteer quality has either improved or continued at the same level. They see fewer of the "unusual" Volunteers—perhaps a necessary corollary of the fact that fewer Volunteers are coming from non-college backgrounds. But they also see in many projects a higher percentage of solid, reliable, and technically-qualified Volunteers than ever before. Charles Peters, Director of the Evaluation Division since 1962, says that the outstanding Volunteer is generally the dependable, self-reliant, feet-on-the-ground man as opposed to the rebel seeking something new. This opinion was confirmed by the Peace Corps training-project staffs at three universities I have visited recently—Columbia, Portland State, and Colorado State. Their impression was that recent trainees were less diverse in background, more mature in attitude, and better qualified in skills. They regretted the lack of information about field performance necessary to validate their views and calibrate their selection criteria.

It seems highly unlikely that the Peace Corps has even come close to exhausting the source of American men and women capable of serving effectively overseas.

The Peace Corps—all of us—has an increasing obligation to use the agency's three years of experience to improve the quality of our programs. We can no longer claim the immunity of beginners. The bland-Volunteer controversy is, in my opinion, largely attributable to the painful process of coming to grips with the real problems of community-development work—mainly in Latin America, but also elsewhere.

Most Difficult Assignment

We, as an institution, are just coming to realize that community development is probably the most difficult of all Peace Corps assignments, that we need to select, train, and program more carefully for it than we have in the past. The quality of Peace Corps applicants has not declined, but there has been a dramatic change in the standards by which they have been measured for community development in Latin America this past summer and fall. To speak plainly, trainees who would have made the grade in the summer of 1963 did not make it in the summer of 1964. Many of them are called "bland."

Strenuous efforts are now under way to institutionalize these newly-developed criteria for choosing community-development Volunteers. The Latin American staff has discussed and increasingly articulated community-development concepts and criteria informally, in conferences and in program documents. The Selection Division is much more aware of the concern about required qualities for community development, but there is still important work to be done in refining the assessment procedure to pick out these qualities, particularly in the pre-training stages of selection. Just as crucial, the agency has yet to face squarely the question of whether it should apply higher selection standards for community-development projects, even though it may mean fewer Volunteers to meet requests which already far exceed our capacity to supply. Training, though far from perfect, nevertheless has done remarkably well in keeping pace with the new thinking on community development in Latin America. There has been much more attention to language, practical field experience in community-development situations, and development of attitudes necessary to cope with the undefined, fluid field situation.

The Steps Seem Clear

The recent Peace Corps Representatives' conference in Panama brought unanimous agreement on methods for increasing the flow of information about the project and the country to trainees in time to make it an integral part of the training program. There is good reason to believe that the phrase "bland Volunteer" will be heard less and less.

Whatever the validity of my personal views on "bland Volunteers" and other related subjects, it seems clear that the Peace Corps should take definite steps to use quickly and well the experience of some 13,000 Volunteers and nearly 300 field staff people.

- We need to begin and continue a frank, constructive, and thoughtful dialogue, particularly with Volunteers on this and other subjects. I hope Volunteers will take advantage of THE VOLUNTEER as a vehicle for such a dialogue.
- Recruiting should spend more time, money, and resources on identifying and interesting the leaders, the creative thinkers, and others in our society likely to be most effective overseas. Volunteers and ex-Volunteers, rightly concerned about emphasis on numbers of Volunteers abroad, can help up emphasize quality by discussing the Peace Corps opportunity with people they think are qualified to use it well.
- We need more systematic research to identify accurately the factors which make possible superior recruiting, selection, training, and programming. The results of this research must be written so that we all can understand it, and it must be used—not filed.
- We must at the same time avoid the over-confidence, rigid patterns, and unwillingness to learn and experiment which so often accompany age and experience. The Peace Corps must retain its youth even as it grows and matures.

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